DOCUMENT RESUME

ED 106 326 TM 004 440

TITLE	Monitor's Handbook, Educational Quality Assessment. Secondary.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
PUB DATE	75
NOTE	13p.; For related documents, see TM 004 437, 438, and 439
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Educational Assessment; Guidelines; *Guides; High School Students; *Questionnaires; Secondary Education; Senior High Schools; *State Programs; Student Attitudes; Students; *Testing
IDENTIFIERS	*Educational Quality Assessment; Monitors; Pennsylvania

ABSTRACT

Monitors are provided with step-by-step directions on how to administer Pennsylvania's Educational Quality Assessment Questionnaires to secondary school pupils. They are told what materials are needed, how to keep materials secure, and what to do if a student misses a session. Monitors are given suggestions for questionnaire administration and told what to do and say in each of the four sittings. (BJG)

ED106326

SECONDARY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TM 004 440

MONITOR'S HANDBOOK

EDUCATIONAL QUALITY ASSESSMENT

Pennsylvania Department of Education 1975

SECONDARY

This handbook is a guide for administering the Educational Quality Assessment questionnaires. Please read it carefully before the first session begins. Follow the instructions precisely in order to assure accurate data collection. You should have a copy of the questionnaire and answer sheet when reading this handbook so that you may follow each direction yourself before having to explain it to the students.

MONITOR'S HANDBOOK

EDUCATIONAL QUALITY ASSESSMENT

Division of Educational Quality Assessment
Bureau of Planning and Evaluation
Pennsylvania Department of Education
1975

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
John C. Pittenger, *Secretary*

Office of Basic Education
Donald M. Carroll Jr., *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Planning and Evaluation
John L. Kennedy, *Director*

Division of Educational Quality Assessment
Thomas E. Kendig, *Chief*

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

TABLE OF CONTENTS

	Page
INTRODUCTION	1
ADMINISTERING THE STUDENT QUESTIONNAIRE	1
MATERIALS NEEDED	1
SECURITY AND STORAGE OF THE MATERIALS	2
SUGGESTIONS FOR ADMINISTRATION	2
WHAT TO DO IF ...	2
FIRST SITTING	2
SECOND SITTING	5
THIRD SITTING	6
FOURTH SITTING	7

INTRODUCTION

You have an important role as a monitor for your school in the Educational Quality Assessment program devised by the Pennsylvania Department of Education at the direction of the State Board of Education.

The tests and questionnaires which make up the assessment package are unique because they are not restricted to measuring student achievement in the basic skills. Rather they measure ten areas in all [only one of which is basic skills] with the emphasis on the attitudes possessed by the students.

Since the information provided by the students will be used to compare your school with those throughout the Commonwealth, it is essential that procedures for administering the battery be as uniform as possible.

Four types of information will be provided to the instructional and administrative staff of your school as a result of this program. They are:

1. The student-body status in each goal area compared to a statewide reference group.
2. The student-body status compared to schools having similar sets of home, community and institutional characteristics.
3. The school's relative standing on measures of home, community and institutional characteristics.
4. How the student body scores on subscales in various goal areas.

The validity and meaningfulness of the results are dependent upon the standardization of testing procedures. While the cliche *"You get out of a program what you put into it"* has been translated into computer terms as *"Garbage in garbage out,"* nonetheless both expressions are true and applicable here. What you do and how you do it will determine the quality of results returned to your school.

Your job as a monitor is indeed an important one. This handbook is designed to assist you in that role.

ADMINISTERING THE STUDENT QUESTIONNAIRE

All the directions which follow assume the administration will take place in four sittings. It is the option of the school district to have fewer sittings or to administer the questionnaires on a mass basis (as in the school cafeteria) rather than in individual classrooms. There are obvious advantages to each. In individual classrooms, it may minimize disruption of the normal school routine to have four sittings throughout the week rather than to try to schedule a 1 1/2-2 hour block of time in numerous rooms for two consecutive days.

Under no circumstances should the entire battery be administered in one day.

Although you have much flexibility in administration to suit your local needs, Sections B and C are timed tests and must be administered in exactly 15 minutes. The other times listed below are suggested for planning only; they are not maximum times. Students should be given ample time to finish each section. Times may vary greatly among student bodies. You should continue with the next sections when you feel each student has had ample time or when all students indicate they have finished the designated sections.

GRADE 11

Sitting	Section	Items	Time in Minutes
I	A	37	10-14
	B	30 exactly	15
	C	30 exactly	15
		Administration	8-10
			48-54
II	D	64	18-22
	E	40	11-15
	F	28	8-10
		Administration	8-10
			45-57
III	G	35	16-20
	H	57	16-20
	I	48	14-18
		Administration	4-6
			50-64
IV	J	35	10-14
	K	36	10-14
	L	48	14-18
	Student Info	16	6-10
		Administration	6-8
			46-64

MATERIALS NEEDED:

MONITOR: One *Pennsylvania Student Questionnaire (High School)* for each student
One Answer Sheet for each student

Monitor's Handbook –High School
Stopwatch or watch or clock with a second hand
Scratch paper for every student
Extra No 2 lead pencils

STUDENT: Two sharpened No. 2 lead pencils and an eraser [PENS CANNOT BE USED – ONLY PENCILS]

SECURITY AND STORAGE OF THE MATERIALS

Before and between sittings, all materials should be kept in a secure place. No one should be given access to completed materials except for normal handling during administration. Completed materials are to be returned to the school representative immediately following the last session.

SUGGESTIONS FOR ADMINISTRATION

(1) Since many of the items on this questionnaire are attitude questions, sometimes about teachers and school, monitors should assure the students that their individual responses will not be read at the school or be returned to the school. EQA has found that scores differ if the monitor peers over the students' shoulders at their answers. The students should be able to answer without restraint. No one should leaf through the completed questionnaires.

(2) When addressing students, try never to refer to the questionnaire as a test.

(3) Devise some way to know when all students are finished, such as placing pencils down on table or laying booklets a certain way. This will help you cut down on the time requirements and avoid having to ask repeatedly if all students are finished. Repetitive checking on completion inhibits students who are slow readers and need more time.

(4) Except in Sections B, C and G you may pronounce any word a student asks you to pronounce. However, do not give meanings.

(5) If possible, the room in which the questionnaries are to be administered should have optimum conditions–good light, comfortable temperature, good ventilation and sufficient working area.

WHAT TO DO IF...

A STUDENT IS ABSENT FOR ANY SESSION

All sections of the student questionnaire should be taken by the students who are present. If a section is missed, the student is still to be given the other sections. Normally no make-up sessions will be provided; however, if more than 10 per cent of the students miss a section, they should be given a make-up session. If a student misses the first session, be sure to place the student's name on an answer sheet and hold it for use on all other sections after his or her return.

YOU ARE SHORT ANY MATERIALS

Any shortage of materials should be reported to the school representative immediately.

A STUDENT REFUSES TO TAKE ANY SECTIONS

Students refusing to take any section of the student questionnaire should not be forced to take it. Students should be encouraged, however, to take all sections of the questionnaire.

A STUDENT ASKS ABOUT GUESSING

No statement should be volunteered to students about guessing. Students inquiring whether they may guess on an opinion item should be told to read the item again and to think about how they *might* feel. Students inquiring whether they should guess on items calling for factual information should be told to do the best they can and choose the answers they think are correct.

SPECIAL EDUCATION OR MIGRANT STUDENTS ARE IN REGULAR CLASSROOMS

The best practice is to exclude the special education and migrant students from the questionnaire administration. However, one must consider the feelings of these individuals. In some cases this makes it necessary to include them in the session; if so, simply remove their answer sheets from the set of completed forms.

A STUDENT CAN'T READ THE ITEMS

As stated above, you may pronounce any word a student asks you to pronounce except in Sections B, C and G. With the same exceptions and if deemed necessary, the other sections may be read to the students in their entirety. If possible and necessary, the items may be translated for non-English speaking students.

FIRST SITTING

The first session of the questionnaire administration will be opened by reading:

You are about to take part in an important project for the school district in cooperation with the Pennsylvania Department of Education.

The questionnaires which you will complete are designed to assess *your* thoughts and feelings about yourselves and the world you live in. In addition to the usual mathematics and verbal tests you are accustomed to taking, you will be asked questions about how you feel about school, about yourself and about others. There will be items about health, sports, art and music.

The answers you give will in *no* way affect your school grades. Your answer sheet will be read by machine. In fact, you will remove your name from the answer sheet when you have finished with it. Your individual responses will be kept in the strictest confidence and will not be returned to you or to your school.

You can help to make this program a success by being very honest when answering those questions which ask your opinions. For those questions which ask for facts, answer to the best of your knowledge.

Through these questionnaires we hope that we can better come to grips with the concerns of young adults and students. Hopefully, with better knowledge of your concerns we can: (a) narrow the gulf between student and teacher; (b) create new atmospheres of learning where there is a free exchange of ideas and attitudes, as well as skills, essential for our school to produce citizens prepared to learn and cope with *all* the skills of life.

Distribute one *Pennsylvania Student Questionnaire*, one answer sheet and scratch paper to each student. Then say:

Now look at the Answer Sheet for *Pennsylvania Student Questionnaire - High School.* On the line above *Student Name,* print your name--last name first. Print_____ on the line marked *School Name.* On the line marked *District,* print_____.
(give name of school) (give name of school district)

After the names and other information are recorded on the answer sheet say:

Find Section A on your answer sheet and on page 2 of your *Pennsylvania Student Questionnaire.* Read the Directions silently as I read them aloud.

DIRECTIONS: Following is a series of statements. On your answer sheet blacken the circle which best describes your feeling about the statement.

Blacken only *one* circle for each statement.

Erase completely any answer you wish to change. Stop when you reach the end of Section A. You may go back and check your work. There is no time limit but work at a steady pace. When you are finished, close your questionnaire and lay down your pencil. Ready, begin.

Check at this time to make certain all students are blackening the spaces only on their answer sheets. When all students have completed the section and are ready to begin work, say:

Now find Section B on the answer sheet. Open your booklet to page 3. Read the directions silently as I read them aloud.

DIRECTIONS: Each question begins with two words. These two words go together in a certain way. Under them, there are four other pairs of words lettered A, B, C and D.

Find the lettered pair of words that go together in the same way as the first pair of words.

Then, find the row of circles on your answer sheet which has the same number as the question. In this row of circles mark the letter of the pair of words you have chosen.

See how these examples are marked:

SAMPLE 1

CALF:COW:::
[A] puppy:dog
[B] nest:bird
[C] horse:bull
[D] shell:turtle

In the first pair of words (calf:cow), calf goes with cow in this way--a calf is a young cow.

The only lettered pair of words that go together in the same way is puppy:dog. A puppy is a young dog.

Circle A is marked because the letter in front of puppy:dog is A.

SAMPLE 2

MINUTE:SECOND::
[A] time:clock
[B] mile:travel
[C] hour:measure
[D] foot:inch

In the first pair of words (minute:second), minute goes with second in this way--a minute is made up of seconds.

The only lettered pair of words that go together in the same way is foot:inch. A foot is made up of inches.

Circle D is marked because the letter in front of foot:inch is D.

Continue by saying:

This is a timed section. You will have 15 minutes. Stop when you reach the end of Section B. You may go back and check your work. Do not go on to Section C. Be sure to mark your answers on the answer sheet only. To change answers, erase your first answer carefully and completely. Now turn to page 4 and begin.

Record the time. Time start Section B = _____ Time complete Section B = _____.

After exactly 15 minutes, say:

Time is up. Everybody stop working. Put down all pencils at once.

Continue by saying:

Now find Section C on page 2 of your answer sheet. Open your questionnaire booklet to page 7 and read the directions silently as I read them aloud.

DIRECTIONS: Each of the following questions has two parts. One part is in Column A. The other part is in Column B.

You must find out if one part is greater than the other, or if the parts are equal, or if not enough information is given for you to decide.

Then, find the row of circles on your answer sheet which has the same number as the question. In this row of circles, mark:

A if the part in Column A is greater,
B if the part in Column B is greater,
C if the two parts are equal,
D if not enough information is given for you to decide.

SAMPLE 1

Column A	Column B
10	9

The part in column A (10) is greater than the part in Column B (9). Circle A is marked because the part in Column A is greater.

SAMPLE 2

Column A	Column B
2	1 + 2

The part in Column B (1 + 2) is greater than the part in Column A (2). Circle B is marked because the part in Column B is greater.

SAMPLE 3

Column A	Column B
The value of 5 cents	The value of 1 nickel

The part in Column A is 5 cents. The part in Column B (1 nickel) is also equal to 5 cents. Circle C is marked because the parts are equal.

SAMPLE 4

Column A	Column B
x	y

There is an x in Column A and a y in Column B. You are not told what numbers x and y represent. Therefore, you can not tell which part is greater, or if the two parts are equal. Circle D is marked because not enough information is given for you to decide.

NOTE:
Letters such as x, r, and k stand for real numbers. If the same letter appears in both columns of a question, it stands for the same number.

Continue by saying:

This is a timed section. You will have 15 minutes. Stop when you reach the end of Section C. You may go back and check your work on Section C only. Be sure to mark your answers on the answer sheet only. To change answers, erase your first answer carefully and completely. Now turn to page 8 and begin.

Record the time. Time start Section C = _____. Time complete Section C = _____. After exactly 15 minutes, say:

Time is up. Everybody stop working. Close your booklets at once. Put down all pencils.

[If the district has elected to do the 11th grade administration in two days, you may now allow a five to ten minute break. Have students discard the scratch paper. When the five minutes have expired, continue with the second sitting below at the point after which the questionnaires have been redistributed.]

If the district has elected to do the 11th grade administration in four sittings on four days, say:

Now place your answer sheets inside the front cover of the questionnaire. Let the top of the sheet stick out so that I can read the names to distribute the booklets tomorrow.

[You must establish some systematic method of collection of answer sheets and seating arrangment for the second sitting to avoid an inordinate delay in redistributing answer sheets. Such a plan is particularly imperative if many students are being tested in one room.]

Collect the questionnaires and scratch paper. End the sitting and discard the scratch paper.

SECOND SITTING

Redistribute each student's *Pennsylvania Student Questionnaire* with the answer sheet enclosed. When the students are ready to begin work, say:

Find Section D on your answer sheet. Open your *Pennsylvania Student Questionnaires* to page 10. All of the remaining sections have no time limit but work at a steady pace. In the next few minutes you are to complete Section D. Read the directions silently as I read them aloud to you.

DIRECTIONS: The following are descriptions of things that have happened to 11th graders. Place yourself in each circumstance and decide whether you would take the action described in CAPITAL LETTERS.

SAMPLE SITUATION:
An 11th grade girl is swimming with her friends. She is not a very good swimmer. They decide to swim to a raft. It is about 30 feet from shore and is in deep water. If I were this girl, I would TRY TO SWIM TO THE RAFT when I knew...

	YES	MAYBE	NO
The best swimmer would swim beside me.	Y	M	N
The water was only a foot over my head.	Y	M	N
They would let me use a life jacket.	Y	M	N
They promised to help me if I had trouble.	Y	M	N

Put yourself in the place of the girl. Would you TRY TO SWIM TO THE RAFT when you knew, *The best swimmer would swim beside you ?* If so, blacken the circle for YES on the answer sheet for that question. If not, blacken the circle for NO. If you can't decide, mark the MAYBE circle.

Next, would you TRY TO SWIM TO THE RAFT when you knew, *The water was only a foot over your head ?* Mark the circle for the answer which best describes what you would do.

Now, would you TRY TO SWIM TO THE RAFT when you knew, *They would let you use a life jacket ?* Again mark the answer circle which best describes what you would do.

Finally, would you TRY TO SWIM TO THE RAFT when you knew, *They promised to help you if you had trouble ?* Again mark the answer circle which best describes what you would do.

Remember to answer on your answer sheet *all four questions* for each situation.

Are there any questions? When you have finished Section D, put down your pencil and look up at me. Begin work.

You may circulate at this time to answer individual questions and make certain students are answering all four questions for each situation. When all students appear to be through, say:

Now open your questionnaires to page 13, Section E. Read the directions silently as I read them aloud to you.

DIRECTIONS: High school students were asked to tell about experiences they had in which something went wrong. Eight of these events are given in this section. Try to place yourself into each situation and think about how you would feel and act if it actually happened to you. Then show how much time you would spend reacting in each of the five ways listed by blackening the circle on your answer sheet that best describes how much time you would spend. Do NOT write in this booklet.

When you have finished Section E, close your booklets and look up at me.

When all students have finished Section E, say:

This completes today's session. Place your answer sheet inside the front cover of the questionnaire. Be sure your name is visible above the booklet.

[You must establish some systematic method of collection of answer sheets and seating arrangement for the second sitting to avoid an inordinate delay in redistributing answer sheets. Such a plan is particulary imperative if many students are being tested in one room.]

Collect the questionnaires and end the sitting.

THIRD SITTING

Redistribute each student's *Pennsylvania Student Questionnaire* and answer sheet. When students are ready for work, say:

Turn to page 15 of your questionnaires, Section F. There are no time limits on any of today's sections. However, work at a steady pace so that all items will be completed.

Read the directions silently as I read them aloud.

DIRECTIONS: The following are statements about the kind of job or work that you think you will probably be doing when you finish all of your schooling. On your answer sheet darken the answer that best tells how you feel about that statement.Do NOT write in this booklet.

Blacken only one circle for each statement. Ready, begin.

When all students have finished Section F, continue by saying:

Find Section G on page 16. Read the directions silently as I read them aloud.

DIRECTIONS: Awareness of how abilities, traits and interests relate to success in various occupations is important for today's student. The first 15 items consist of three sets of questions. Each set contains a list of five trait descriptions (numbered) and a list of eight occupations (lettered). Your task is to match the best occupation to each trait description. Before responding to each set, look over all the trait descriptions and occupations within that set. Do not choose an occupation more than once. Blacken the circle which corresponds to your choice.

Items 16 through 25 have different directions. Be sure to read them carefully before continuing. Work to the end of Section G and stop.

Are there any questions about the directions? Ready, begin.

When all students have finished Section G, continue by saying:

Find Section H on page 18. Read the directions silently as I read them aloud to you.

DIRECTIONS: The following are descriptions of things that have happened to 11th graders. Place yourself in each situation and decide whether you would take the action described in CAPITAL LETTERS.

SAMPLE SITUATION:
While walking down the street, a person finds a wallet. It contains 50 dollars. If I were this person, I would TURN IT IN TO LOCAL AUTHORITIES OR RETURN IT TO ITS OWNER when I knew...

Put yourself in the place of the person who found the wallet. Would you TURN IT IN TO LOCAL AUTHORITIES OR RETURN IT TO ITS OWNER when you knew *You would get a reward for turning it in ?* If so, blacken the circle for YES on the answer sheet for that question. If not, blacken the circle for NO. If you can't decide, mark the MAYBE circle.

Next, would you TURN IT IN when you knew *You would get no reward ?* Blacken the circle for the answer which best describes what you would do.

Finally, would you TURN IT IN when you knew *You needed the money ?* Again mark the answer circle which best describes what you would do.

Remember to answer *all three questions* for each situation. Do NOT write in this booklet. Ready, begin.

[When all students have finished Section H, and if the district has elected to do the 11th grade administration in two days, you may now allow a five to ten minute break. Have students discard the scratch paper. When the five minutes have expired, continue with the second sitting below at the point after which the questionnaires have been redistributed.]

When all students have finished Section H and if the district has elected to do the 11th grade administration in four sittings on four days, say:

Now place your answer sheets inside the front cover of the questionnaire. Let the top of the sheet stick out so that I can read the names to distribute the booklets tomorrow.

Collect the questionnaires and end the sitting.

FOURTH SITTING

Redistribute each student's *Pennsylvania Student Questionnaire* with the answer sheet enclosed. When the students are ready to begin work, say:

Now open your booklets to page 21, Section I (eye). Read the directions silently as I read them aloud to you.

DIRECTIONS: Following is a series of statements. On your answer sheet blacken the circle which best describes your feelings about the statement. Blacken only one circle for each statement. Do NOT write in this booklet. Ready, begin.

When all students have finished Section I, say:

Continue with Section J on page 22. Read the directions carefully and be sure to mark all answers on the answer sheet. Begin work.

When students have finished Section J, say:

Find Section K on page 24. Listen carefully as I read the somewhat lengthy directions.

DIRECTIONS: Below is a list of activities which you may or may not have done in the past. There are six ways to show how much you have taken part in these activities. They are:

A. No, I have not done this activity nor have I felt I wanted to do it.
B. No, I have not done this activity, but I have often felt I wanted to do it.
C. Yes, I have done this activity, but I received no recognition for its QUALITY.
D. Yes, I have done this activity and received recognition for its QUALITY from a teacher or an adult leader such as praise to the class or group, display in the classroom or meeting place, reading it aloud to the class or group, etc.
E. Yes, I have done this activity and received school-wide recognition for its QUALITY such as publication in school newspaper or magazine, solo performance before a large group, a school award, display in school other than in a classroom, etc.
F. Yes, I have done this activity and received area-wide recognition for its QUALITY such as publication in a commercial newspaper, performance in a community theater, solo performance for money, etc.

Choose the response--either A,B,C,D,E,F--which best describes your participation in the activity. On the answer sheet, blacken the circle you choose for each activity. Do NOT write in this booklet. Ready, begin.

When students have finished Section K say:

The last section, L, is on pages 25 and 26 (the back cover). Read the directions silently as I read them aloud.

DIRECTIONS: This section contains 48 statements about the arts, various occupations, and how you might spend your free time. You are to decide whether you *agree* or *disagree* with each statement. Blacken the appropriate circle on your answer sheet. If you cannot make a decision about a statement, mark the circle *uncertain*. Blacken only one circle for each statement. Do NOT write in this booklet. Ready, begin.

When all students have finished, say:

As promised earlier, you may now remove your name from your answer sheet by carefully tearing along the perforated line.

Now turn to the inside front cover of the questionnaire booklet. Read the directions silently as I read them aloud.

Below is a list of occupations grouped under general occupational fields such as *Health Services* and *Transportation*, each with a three-digit code number.

Using the general occupational fields as guides, locate the occupation which is most like that of your father or male guardian. Write the number of this occupation in the blocks at the top of Grid A on your answer sheet and blacken the appropriate circles in Grid A. For example, if your father or male guardian is a mechanic, under *SERVICE*

WORKERS, you would find *082 Mechanic*. You would write (0) (8) (2) in the blocks and blacken circles (0) (8) (2) in Grid A.

Now find the occupation which is most like the occupation which you *wish* to follow when you finish your schooling. Write the number of this occupation in the blocks at the top of Grid B and blacken the circles in Grid B. For example, if you would like to be a typist, under *CLERICAL WORKERS*, you would find *105 Office Machine Operator or Typist*. You would write (1) (0) (5) in the blocks and blacken circles (1) (0) (5).

Now find the occupation which is most like the occupation which you really *expect* to follow when you finish your schooling. Write the number of this occupation in the blocks at the top of Grid C and blacken the circles in Grid C.

Are there any questions? [Answer questions at this time.] Write the codes and blacken the appropriate circles.

Pause. When everyone has finished, say:

Now continue with items 1 to 13 on pages 1 and 2. Blacken the circle which best describes you. Blacken only one circle for each item. If you wish to change an answer, erase completely your first mark.

Item 1 is self-explanatory. If a student does not know or does not have a female guardian, he or she should leave item 2 blank. For item 3, if the school is located in or near a city, you should check beforehand the population of that city and communicate that information to the students. A small town that is adjacent to a city should be reported as a suburb. For item 4, the terms are defined as follows:

Black - include persons of African descent as well as those identified as Jamaican, Trinidadian or West Indian.

White - include persons of Indo-European descent including Pakistanian and East Indian.

American Indian - include persons who identify themselves or are known as such by virtue of tribal association.

Oriental (Asian American) - include persons of Japanese, Chinese, Korean or Filipino descent.

Puerto Rican (should include Spanish Surnamed) - include all persons of Mexican, Puerto Rican, Cuban, Latin American or Spanish descent.

Other - include Aleuts, Eskimos, Malayans, Thais and others not covered by the race/ethnic group previously delineated.

Collect the answer sheets and questionnaires and thank the students for their cooperation. Return all materials to the school representative. Thank you.